



# CENTENARY STATE HIGH SCHOOL



## Inclusion Policy



## Acknowledgment of Country

We acknowledge the Traditional Owners of the lands, seas, skies and waterways from across Queensland. We pay our respect to the Elders, past and present, for they hold the memories, traditions, the culture and hopes of Aboriginal peoples and Torres Strait Islander peoples.



## Inclusion Moral Purpose

To cultivate authentic relationships which encourage students to reach their potential in a safe and supportive environment.

## Our Commitment

Centenary State High School will work with students, families, staff and community members to achieve the following goals:

- High expectations for all students: recognising that with the right adjustments- all students can succeed
- Students with diverse backgrounds and learning needs, of all identities and abilities, will have access to high-quality education which is free from discrimination and hardship
- Students can fully participate in learning alongside their similar aged peers, supported by reasonable adjustments and teaching strategies tailored to suit their individual needs
- Inclusion is embedded in all aspects of school life and is supported by school culture, policies and everyday practices
- To promote locally negotiated responses to student, family and community needs through effective community engagement processes and cross-agency collaboration.

Centenary State High is committed to fostering an Inclusive Culture within the school, its systems, structures and processes by:

- Living a collective vision for teaching and learning
- Fostering relationships with communities, parent, carer and students and building partnerships with all stakeholders such as health services, external providers and specialist services
- School investment in engaging teachers in professional learning aligned with Inclusion goals.

### **What does Inclusion look like at Centenary State High School?**

*Inclusion needs to be led by our students and student voice and their vision of inclusion.*

Inclusive practises are measured, and feedback and data are collected across all stakeholders. This occurs during transition from primary school to year 7, during parent teacher interviews, when reviewing school policies and specified junctures throughout the year.

We want to ensure students are not just ‘heard’ but are ‘listened to’.

Our aim is to normalise adjustments for students. Ask students what they need to access the curriculum and participate in the learning. In the classroom, adjustments required by one student, often work for many students.

### **Centenary State High School encourages the use of inclusive language:**

#### ***Respectful:***

Inclusive language involves knowing about and showing respect for all members of our team and workplace.

#### ***Accurate:***

Inclusive language gives a more accurate view of the real world by reflecting social diversity rather than perpetuating stereotypes. It avoids making false assumptions about (for stereotyping) people based on their age, cultural background, disability, gender, Indigenous background or sexual orientation and gender identity.

#### ***Relevant:***

Inclusive language reflects Australia’s diversity, is meaningful to a wide audience and enables everyone to feel that they are being reflected in what is being said. To feel included, we need to ‘see’ and ‘hear’ ourselves reflected in the language used at work.

### **Inclusive Education**

Equity and Excellence: realising the potential of every student (the education strategy) sets a clear vision for a progressive, high performing education system. The diversity of our staff, students and school communities is our greatest strength. By valuing culture and creating inclusive teaching and learning environments, we are driving equity and excellence across every state school.

Our commitment in the Inclusive education policy means that children and young people across Queensland, from all social, cultural, community and family backgrounds, and of all identities and all abilities will be able to:

- attend their local state school or education centre and be welcomed

- access and participate in a high-quality education and fully engage in the curriculum alongside their similar-aged peers
- learn in a safe and supportive environment, free from bullying, discrimination or harassment
- achieve academically and socially with reasonable adjustments and supports tailored to meet their learning needs.
- Students experience inclusive education when they can access and fully participate in learning, alongside their similar-aged peers, supported by reasonable adjustments (for students with disability) and/or teaching strategies tailored to meet their individual needs. Inclusion is embedded in all aspects of school life, and is supported by culture, policies and everyday practices.

### **Transition to Year 7**

Signs of a successful transition include developing new friendships and maintaining good self-esteem and confidence; showing an increasing interest in school and schoolwork; getting used to their new routines and school organisation with ease; experiencing continuity in learning.

Centenary state high school has a comprehensive transition to high school program involving numerous learning opportunities starting in year 4 and culminating in a whole school orientation at the end of year 6.

Some students may require extra transition experiences. Familiarisation with the high school environment, staff and processes often eases anxiety and prepares students for a successful transition to high school.

Additional transition experiences are offered in term 4 of year 6. Students requiring additional transition experiences are invited to the program through their primary school.

During the transition to high school programs students meet support staff, teachers, guidance officers and members of the junior school and admin team. They become familiar with the grounds, different learning environments including arts classrooms, labs, kitchens and sports grounds.

### **Reasonable Adjustments**

Adjustments are actions taken to enable a student with disability to access and participate in education on the same basis as other students. Adjustments reflect the assessed individual needs of the student. They can be made at the whole-school level, at a classroom level and at an individual student level.

Under the Disability Discrimination Act DDA (1992) and the Disability Standards for Education (2006), all Australian schools are obliged to ensure that students with disability are able to access and participate in education on the same basis as students without disability. This includes providing reasonable adjustments<sup>[1]</sup> where needed, in consultation with the student and/or their parents, guardians and carers.

In providing an adjustment, schools assess the functional impact of the student's disability in relation to education. This includes the impact on communication, mobility, curriculum access, personal care and social participation. Other areas that might be considered for some students are safety, motor development, emotional wellbeing, sensory needs and transitions.

Adjustments can be made across any or all of the following:

- planning
- teaching and learning
- curriculum
- assessment
- reporting
- extracurricular activities
- environment and infrastructure
- resources.

Adjustments may involve a combination of:

- addressing physical barriers, including modifications, to ensure access to buildings, facilities and services
- modifying programs and adapting curriculum delivery and assessment strategies providing ongoing consultancy support or professional learning and training for staff
- specialised technology or computer software or equipment
- provision of study notes or research materials in different formats:
  - a. services such as sign language interpreters, visiting school teams or specialist support staff
  - b. additional personnel such as tutors or aides for personal care or mobility assistance.

Quality teaching practice is responsive to the individual needs of all students. Some students with disability may not need educational adjustments beyond those that are reasonably expected as part of quality teaching or school practices to address disability-related needs.

Active			
Focus Area	Impact	Adjustments	Start Date
Curriculum, Social/Emotional wellbeing	■■■■ experiences difficulties with social interactions both in the classroom and the playground	- support all social interactions - encourage ■■■■ to consider other's viewpoints - scaffold all group tasks to ensure that ■■■■ is aware of her role - invite ■■■■ to participate in a range of extra-curricular options -	15-Aug-2023
Communication, Curriculum	■■■■ has difficulties with task organisation and anxiety associated with completing all tasks within a timeframe.	- help ■■■■ to plan for task completion by mapping steps in task (scaffold explained) - step ■■■■ through course planner and calendar - provide prompts to keep ■■■■ on track especially visual reminders - check for understanding regularly	15-Aug-2023
Curriculum, Social/Emotional wellbeing	■■■■ can become very fixated about rules and may take comments and instructions literally. ■■■■ finds it difficult to manage changes to routine.	- ensure that ■■■■ understands task requirements and does not get fixated on specific components of a task. - provide ■■■■ with information and prompts about changes to routine	27-Sep-2023
Learning environment	■■■■ sometimes finds it difficult to concentration if it is a noisy environment	- headphones for noise reduction (muffling background noise)	29-Jan-2025

[1] All schools have a legal obligation to make reasonable adjustments to enable students with disability to access and participate in education, the curriculum and school activities on the same basis as other students. For more information refer to NCCD Portal –Disability Standards for Education: A Practical Guide for Individuals, Families and Communities.

### School Support Team

#### Home Group Teachers

The role of the Home Group (HG) teacher is an integral component of our school’s positive education platform. Home group teachers provide a safe and supportive environment within and across each year level. HG teachers actively facilitate a pastoral care program including the delivery of lessons and activities associated with the PERMAH framework, Positive Education and personal development. In addition, HG teachers facilitate and support school initiatives associated with the educational and vocational decision-making of students in HG time.

HG teachers will:

- Be an advocate and mentor for students in their HG and take a personal interest in each student
- Liaise and work with key personnel (Year Level Coordinators, HODs, classroom teachers, Guidance Officers, Inclusion team and other support staff including School Nurse, Chaplain, Administration and parents/carers) to gather information and plan appropriate support for students
- Promote and acknowledge the success of students within their HG. This may include:
  - Academic performance
  - Sports performance
  - Cultural performance
  - Community involvement

Notes: Where practical it would be envisaged that the HG teacher would progress through the year levels with their group.

### **Year Level Coordinators**

Year Level Coordinators (YLCs) are key figures in the wellbeing of students in their allocated Year Level. Working in partnership with the Head of Positive Education and Year Level Deputy Principal, YLCs know their cohort and ensure students feel a sense of belonging at school. YLCs support students, HG teachers and parents to promote student wellbeing, engagement and success.

Areas of responsibility and designated duties:

- promoting safe and supportive environments by nurturing positive relationships between students, with an emphasis on wellbeing
- evaluating and refining the HG program to ensure Positive Education strategies are being taught to students in the cohort
- providing support to Year Level HG Teachers to ensure fidelity of the HG Curriculum
- liaising with key stakeholders to develop, implement and review our Wellbeing Framework
- using the PERMAH model of wellbeing to develop and implement school-based activities
- and initiatives to enhance school belonging and connectedness
- acknowledging and celebrating the successes of students
- participating as a member of the YLC team and liaising with the relevant Year Level Deputy Principal and Guidance Officer
- organising key events within the Year Level calendar through collaboration with student leaders and key stakeholders.

### **Inclusion Advocates**

Inclusion Advocates can be Inclusion teachers, and work in collaboration with Deputy Principals, Guidance Officers, Heads of Department and Year Level Coordinators. Inclusion Advocates play a key role in communicating with students, teachers and parents/carers regarding access and adjustments for students who require substantial and extensive adjustments.

Centenary State High School invites students, parents/carers and families to collaborate with the school, ensuring they are considered in the decision-making at all levels. Advocates are assigned tasks and responsibilities throughout the school year related to recording, communicating and reviewing adjustments for students learning.

Advocate responsibilities include but are not limited to:

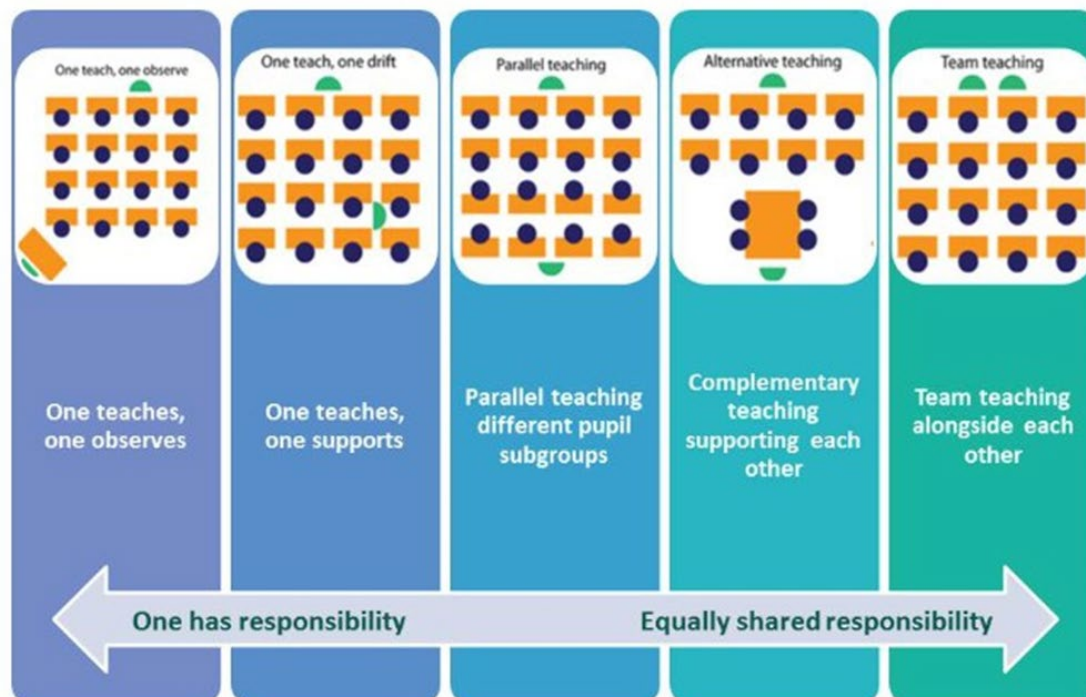
- Recording Personalised Learning characteristics and adjustments and communicating this information to parents, teachers, and students
- Communicating with teachers, families and students for whom they advocate
- Updating student progress notes to record student development
- Regular student check-ins
- Recording and organising support provisions e.g. Drop in and Learn (DIAL) and supported lunchtime 'chill out' spaces, model club, Inclusion sports team, eSports activities, homework hub, Games Room and LGBTIQ support group
- Participating in the Inclusion Community of Practice
- Collaborating with class teachers to record Individual Curriculum Plans
- Implementing and supporting the Year 6-7 Transition to High School Program
- Managing Transition plans for students in the senior phase of learning
- Meeting with parents and teachers as required
- Collaborating and Liaise with EQ Speech Language Pathologist, OT, physio and external providers, as required
- Managing QCIA program and recording QCIA goals and curriculum plans
- Attending SET Plan Interviews and liaising with Senior School Head of Department regarding Work Experience
- Work collaboratively to ensure all identified adjustments are in place for excursions and camps
- Complete Disability Standards for Education training annually

### **Co-teaching**

Co-teaching is the practice of pairing teachers together in a classroom to share the responsibilities of planning, instructing, and assessing students. In a co-teaching setting, the teachers are considered equally responsible and accountable for the classroom. At Centenary State High School co-teaching pairs work together to create a more inclusive classroom. Co-teachers practice differentiated pedagogical strategies which provide opportunities for all students to achieve their best results.

Co-taught classes are determined by the level of adjustments required by students including the frequency and intensity of adjustments required for students to access and participate in the curriculum. All resources are assigned according to the frequency and intensity of adjustments required by students and recorded in the Nationally Consistent Collection of Data on school students with a disability (NCCD) which identifies the students who require the most significant adjustments most frequently.

## Models for Co-teaching



### Inclusion Teacher Aides

Inclusion Teacher Aides contribute to improving outcomes and learning experiences for all students and are integral in supporting students who need additional adjustments to participate in the curriculum. Inclusion aide resourcing is provided to schools where adjustments are needed for students with disability. Inclusion Aides are allocated to schools as a pool and not allocated for individual students.

The role of an Inclusion Aides may include but not be limited to:

- Helping with, and participating in, activities to improve the physical, social, emotional and intellectual development of students
- Supporting teachers in preparing and delivering indoor and outdoor learning programs and activities
- Supporting students with a disability
- Observing and providing feedback to teachers regarding student participation in learning activities
- Working closely with students to enhance and develop their social skills
- Performing administrative duties
- Preparing teaching aids
- Administering supported lunchtime and after school programs such as Homework Hub, Drop in and Learn, Games Room and ESports activities
- Providing small group and one on one focused teaching
- Managing information and communication technologies
- Supervising students during breaks, before and after school

- Implementing specific literacy and numeracy intervention programs such as reading programs and EAL/D Reading to Learn Program.

**What does Inclusion look like at Centenary State High School?**

**A whole-school approach to student learning.**

Level of Adjustment	Intensity and frequency of adjustment	Who’s responsible?	Adjustments increase in intensity and frequency
<b>Extensive –</b> Adjustments to educational programs required all the time, everyday	<ul style="list-style-type: none"> <li>• High needs support</li> <li>• Extensive targeted support</li> <li>• Sustained levels of support</li> </ul>	<ul style="list-style-type: none"> <li>• Year Level</li> <li>• DP</li> <li>• DP Inclusion</li> <li>• Inclusion HOD</li> <li>• Inclusion Advocate</li> <li>• Guidance Officer</li> </ul>	
<b>Substantial –</b> Adjustments to Educational Programs at most times, most of the days	<ul style="list-style-type: none"> <li>• Individualised, explicit instruction</li> <li>• Adjustments to enable access</li> <li>• Support in more than one area of communication</li> </ul>	<ul style="list-style-type: none"> <li>• Year Level</li> <li>• DP</li> <li>• DP Inclusion</li> <li>• Inclusion HOD</li> <li>• Inclusion Advocate</li> <li>• Guidance Officer</li> <li>• Psychologist</li> </ul>	
<b>Supplementary –</b> Adjustments for particular activities at specific times throughout the week	<ul style="list-style-type: none"> <li>• Small group supervision/extra time during exams</li> <li>• Intermittent specialist teacher support</li> <li>• Personalised/explicit support</li> <li>• Small group focused</li> <li>• Adapted/additional instruction</li> <li>• Support/supervision for activities</li> </ul>	<ul style="list-style-type: none"> <li>• Year Level</li> <li>• DP</li> <li>• DP Inclusion</li> <li>• Inclusion HOD</li> <li>• Inclusion Advocate</li> <li>• Guidance Officer</li> <li>• Psychologist</li> <li>• Head of Senior School</li> </ul>	

		<ul style="list-style-type: none"> <li>• Head of Junior School</li> <li>• Year Level Coordinator</li> <li>• Classroom teacher</li> <li>• HG teacher</li> </ul>
Quality Differentiated Teaching Practice	<ul style="list-style-type: none"> <li>• Minor adjustments</li> <li>• Infrequent/occasional action</li> <li>• Monitoring health conditions</li> </ul>	<ul style="list-style-type: none"> <li>• Year Level Coordinator</li> <li>• HG teachers</li> <li>• Classroom teachers</li> </ul>
Decisions on level of adjustment consider frequency, intensity, duration and range of adjustments.		

### Nationally Consistent Collection of Data on School Students with a Disability (NCCD)

#### *What is the NCCD?*

The NCCD is a national data collection reported by schools annually. The NCCD records students who have received a reasonable adjustment to address the functional impact of a disability. All schools nationally are legally required to report the NCCD.

The NCCD requires school to make decisions about the broad category of disability that is most characteristic of the student’s barrier to learning, disability, illness or impairment.

The NCCD adjustment levels reflect the frequency and intensity of adjustments provided in schools. Additional teachers and teacher-aides are allocated to schools based on full-time equivalent enrolments recorded in the top three NCCD adjustment levels:

- Supplementary – Students receive adjustments in addition to the strategies and resources already available for all students within the school for particular activities at specific times throughout the week.
- Substantial – Students have substantial support needs, receive essential adjustments and require considerable adult assistance to the usual educational program at most times, on most days.
- Extensive – Students with very high support needs and are provided with extensive targeted measures and sustained levels of intensive support at all times.
- A small number of students require very intensive adjustments. Schools will be resourced at the highest level to support students who require adjustments at the department’s Extensive+ level.

More information about the NCCD can be found at: [www.nccd.edu.au](http://www.nccd.edu.au).

#### *Broad categories of disability used in the NCCD*

Definitions from the Disability Discrimination Act 1992 and the Disability Standards for Education 2005.

<b>Physical</b>	<ul style="list-style-type: none"> <li>• Total or partial loss of a part of the body</li> <li>• The malfunction, malformation or disfigurement of a part of the person's body</li> <li>• The presence in the body of organisms causing disease or illness</li> <li>• The presence in the body of organisms capable of causing disease or illness</li> </ul>
<b>Cognitive</b>	<ul style="list-style-type: none"> <li>• Total or partial loss of the person's bodily or mental functions</li> <li>• A disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction</li> </ul>
<b>Sensory</b>	<ul style="list-style-type: none"> <li>• Total or partial loss of the person's bodily or mental functions</li> <li>• The malfunction, malformation or disfigurement of a part of the person's body</li> </ul>
<b>Social/Emotional</b>	<ul style="list-style-type: none"> <li>• A disorder, illness or disease that affects the person's thought processes, perception of reality, emotions or judgement, or that results in disturbed behaviour</li> </ul>

### FAQ about the NCCD

*Will schools make adjustments for students who are not recorded in the top three NCCD adjustment levels?*

Not every adjustment requires additional resourcing. Some are provided as part of good teaching practice. Students who require lower-level adjustments will continue to be supported through usual school processes, without needing additional resources.

*What disabilities are included in Reasonable Adjustments Resourcing (RAR)?*

The previous model, based on the Education Adjustment Program (EAP), targeted resources to six disabilities: autism, intellectual disability, vision impairment, hearing impairment, physical impairment, and speech language impairment. RAR targets resources to all disabilities including dyslexia, attention deficit hyperactivity disorder (ADHD), mental health conditions and foetal alcohol spectrum disorder, as well as autism, intellectual disability, and vision, hearing and physical impairments. Resources are provided to schools based on the level of reasonable adjustments made for students, regardless of their type of disability.

*Will students need to have a medically diagnosed disability? Some parents/carers can find it difficult to obtain a medical report.*

Previously parents/carers were required to provide a medical or specialist report confirming their child's diagnosis. Under Reasonable adjustments resourcing, schools will be able to impute a disability

if they believe a student has a disability and have consulted the student and/or parent/carer. Students and parents/carers are encouraged to provide a copy of any medical or specialist reports to help make the right adjustments at school. Parents/carers can also provide written consent for the school to obtain any reports from any medical or specialist service or support service.

*What does it mean when a school imputes a disability?*

A school can impute a disability if they have reasonable grounds, supported by evidence, to make such a judgement. The evidence demonstrates that the student's need for adjustment(s) has been identified and arises from characteristics of disability. Schools cannot diagnose a disability such as autism, intellectual disability, mental health conditions or ADHD. Instead, schools are identifying whether the adjustments they are making address the functional impact of one of the NCCD's four broad disability categories: physical, cognitive, sensory or social/emotional.

*Will students and parents/carers be consulted about resourcing?*

Students and parents/carers must be consulted about reasonable adjustments. The focus of discussions with students and parents/carers will be on adjustments and supports needed to enable students to attend school and achieve. As the NCCD is required by law, parent/carer consent is not required for a school to record a student in the data collection.

Reference: <https://education.qld.gov.au/student/Documents/rar-school-information-students-families.pdf>

### **Students identified as EAL/D**

Students' whose first language is a language or dialect other than English and students who require additional language support to develop proficiency in Standard Australia English (SAE) because they have a first language or dialect other than English.

These students may include:

- Australian born children:
- of Aboriginal, Torres Strait Islander or Australian South Sea Islander heritage
- of migrant heritage where English is not spoken at home
- of deaf adults who use Auslan as their first language
- returning from extended periods of time in countries where their schooling was not in English
- temporary or permanent migrants with other language backgrounds, including Māori or Pacific Islander students and those with refugee backgrounds
- International students from non-English speaking countries

The school makes decisions about the ongoing level of support, based on students' levels of English language proficiency, and in relation to the school context. EAL/D students need specific teaching approaches to build a language foundation for successful classroom learning.

Students who identify as EAL/D may:

- access interpreter services for parents/guardians
- require adjustments to classroom tasks, teaching materials, teaching styles and assessments
- require specialist English curriculum programs and interventions. In all cases, teachers monitor the progress of students, provide extra support when needed and keep parents informed of progress.

- participate in focused-reading programs offered before or after school.



#### **Aboriginal and Torres Strait Islander Students**

“Our shared vision is for every Aboriginal and Torres Strait Islander student to be supported in their learning, experience academic success and feel a sense of belonging and connection to culture in their school community and classrooms”. Every Aboriginal and Torres Strait Islander student succeeding.

- high expectations
- meaningful pathways
- accessing information and resources to support successful academic outcomes for Aboriginal and Torres Strait Islander students.

In line with the department's Advancing Aboriginal and Torres Strait Islander education action plan, these priorities recognise the importance of acknowledging and promoting culture, and supporting students to achieve through to Year 12.

Centenary State High School supports the Department of Education’s commitment, “in the spirit of reconciliation, to deliver aspirational educational, economic and social outcomes for Aboriginal peoples and Torres Strait Islander peoples. As public servants, we have a responsibility to develop a genuine understanding of our history and its lasting impact on Aboriginal peoples and Torres Strait Islander peoples. This document commits our entire workforce to deliver this commitment statement and to place Aboriginal peoples and Torres Strait Islander peoples at the forefront of our decision making. Creating supportive environments where stakeholders feel empowered to act, allows our agency to move collectively in the same direction”.

Activities designed to achieve these commitments and aspirations are embedded throughout the Department’s action plans, including the Cultural Capability Action Plan, Reconciliation Action Plan, the Aboriginal and Torres Strait Islander Workforce Strategy and our Advancing Education Action Plan.

Cultural Capability is the integration of knowledge about individuals and groups of people into specific standards, policies, practices and attitudes to produce better outcomes for Aboriginal peoples and Torres Strait Islander peoples (DATSIP, 2018). Cultural safety is a way of working with someone of

different cultural backgrounds that does not diminish, demean or disempower someone (Nursing Council of New Zealand, 2009).

### Reconciliation Action Plan

Centenary State High School is committed to a Reconciliation Action Plan outlining key actions which will guide our work in cultural competency and cultural safety.

Some of the key actions at Centenary State High School include:

- Aunty Rose: Cultural Liaison working with First Nations students and their parents
- First Nations captains as part of the Student Forum
- First Nations language displayed throughout the school as signage obtaining an Indigenous Languages grant
- embedding Aboriginal and Torres Strait islander perspectives into the curriculum
- authentically celebrating important dates such as NAIDOC week, Reconciliation Action week and encouraging student, parent and community involvement in key celebrations and events.





### **The Queensland Aboriginal and Torres Strait Islander Foundation (QATSIF)**

QATSIF was created to give Queensland's Aboriginal and Torres Strait Islander families increased educational choices and life opportunities. It is an independent, not-for-profit trust managed by The Public Trustee of Queensland and operates through a small Secretariat.

QATSIF provides educational scholarships of \$500 per semester (\$2000 across Years 11 and 12) to support eligible First Nations students with the educational costs of their senior studies.

Each year, QATSIF contacts all Queensland schools (State, Catholic and Independent) to invite applications from their eligible Year 10 students. Our school plays a vital role in: supporting students and families to apply for a QATSIF scholarship; overseeing the administration of the QATSIF scholarship within their community; ensuring that scholarship funds are spent within the guidelines and that their students remain eligible to receive the scholarship; and in maintaining contact with their parents and carers.

The funds used by QATSIF for its programs and activities are drawn from the interest earned on the original capital provided to The Public Trustee to establish the Trust. Built from the labour of Aboriginal and Torres Strait Islander Queenslanders under now-repealed laws, preserving this capital means the toil of previous generations will have a direct benefit to the generations that follow. In this way, QATSIF will always stand as a permanent and positive legacy for the future.



### **Students identified as Gifted and Talented**

Giftedness designates the possession and the use of outstanding natural abilities, called aptitudes, in at least one ability domain, to a degree that places an individual at least among the top 10% of age peers in the school. These domains include:

- Intellectual
- Creative
- Social
- Physical.



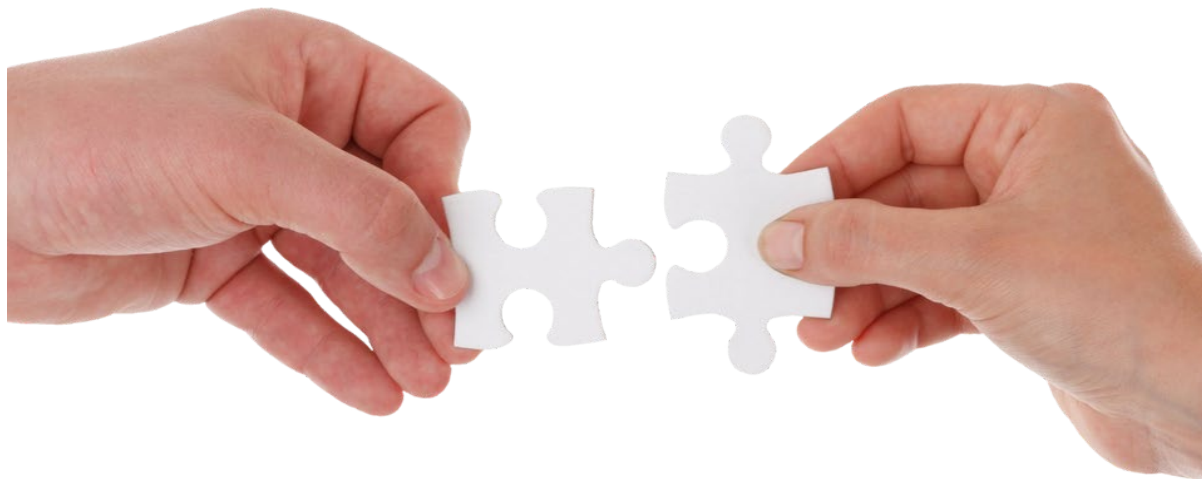
Talented students are those whose skills are above average in one or more areas of performance. Talent designates the outstanding mastery of abilities over a significant period. These are called competencies (knowledge and skills). Outstanding mastery is evident in at least one field of human activity to a degree that places an individual at least among the top 10% of age peers in the school who are or have been active in that field.

The Department of Education's Inclusive education policy commits the department to continuing our journey towards a more inclusive system at policy and regional levels, and as part of our everyday practice in schools, educational settings and classrooms.

### **Parental Collaboration**

We work with students; parents and caregivers; as well as other organisations and external providers as respected and valued partners in Inclusive Education. We support students, parents, caregivers and families to have a voice and be heard. Their views are considered in decision making at all levels.

This occurs through Parent Teacher Nights, School Tours, School Opinion Survey, Parent Information Nights for all year levels, Open Days, stakeholder meetings, transition surveys, transition programs, enrolment meetings and on-going written/electronic communication and social media platforms.



### **Access Arrangements and Reasonable Adjustments (AARA) – including illness and misadventure**

- The QCAA recognizes that some students have disability, impairment and/or medical conditions, or experience other circumstances that may be a barrier to their performance in assessment. Access arrangements and reasonable adjustments (AARA) are designed to assist these students.
- The use of AARA for student assessment is based on the functional impact of the condition for which AARA are sought. Students with the same condition may experience highly varied

impacts on their education, and their ability to demonstrate their learning, knowledge and skill in assessments on the same basis as other students.

- AARA minimizes barriers for eligible students to demonstrate their learning, knowledge and skill in assessment.
- Access arrangements are taken by the school so that the student with an eligible impairment that may not be covered by the definition of disability can access assessment. Reasonable adjustments are action/s taken by the school so that an eligible student with impairment as a result of disability and or medical conditions or experiencing other circumstances creating a barrier to the completion of assessment can be assessed on the same basis as other students.
- Most AARA applications for long-term conditions reflect existing arrangements that have been in place to support students with disability access assessment. The adjustments should encourage independence and enable the work produced to be authenticated as the student's own. Note that adjustments that are appropriate in a learning environment may not be appropriate in an assessment environment.
- Adjustments required due to temporary medical conditions or injuries should be identified and managed as soon as possible to enable access within assessment timelines.
- Illness and unforeseen events may also impact on a student's ability to complete assessment, and may require access arrangements or a reasonable adjustment.
- AARA resources: <https://www.qcaa.qld.edu.au/senior/assessment/aara/resources>.

Reference: <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook>.

### **Queensland Certificate of Individual Achievement (QCIA)**

The Queensland Certificate of Individual Achievement (QCIA) recognizes and reports the achievements of students whose learning is part of an individual learning program during senior secondary schooling. The QCIA is an official record for students who have completed at least 12 years of education; it provides students with a summary of knowledge and skills demonstrated. The QCIA records educational achievement in two ways- the Statement of Achievement and Statement of Participation. These are useful to present to service providers, training providers and employers.

#### **Eligibility for a QCIA**

Students eligible for a QCIA pathway should have a history of completing an individual learning program throughout their secondary schooling. Discussions about a QCIA learning pathway must begin before a student starts senior secondary schooling, as part of the senior education and training (SET) Plan process. A collaborative approach involving school staff, parents/carers and the student is needed to determine whether a QCIA pathway is in the student's best interest.

Students with disability are not automatically eligible for the QCIA. Many students can complete learning and assessment that aligns with syllabus and/or vocational education and training (VET) certificate requirements and work towards a QCE.

The QCIA is not an alternative for a student working towards achieving the QCE.

Sometimes students work towards a QCE pathway and their learning is affected in such a way that they may not meet the set standard and pattern to achieve a QCE at the end of their senior schooling. These students can continue to work towards certification of a QCE post-school and are not eligible for a QCIA pathway.

An individual learning program:

- is developed for students who have disability, as defined in the Disability Discrimination Act 1992 (Cth) (DDA), that affects learning and is not primarily due to socioeconomic, cultural and/or linguistic factors
- is a school-developed program of study using curriculum organisers, learning focuses and learning goals from the Guideline for individual learning (GIL)
- is recorded in a QCIA curriculum plan developed via the QCAA Portal
- does not contribute credit to the QCE
- cannot duplicate learning in any areas of study contributing credit to the QCE, e.g. learning from General, Applied or Short Course syllabuses, or VET courses.

The Guideline for individual learning provides a curriculum, assessment and reporting framework for schools when developing individualised curriculum plans for senior secondary students working towards the Queensland certificate of Individual Achievement (QCIA).

### QCIA

The Queensland Certificate of Individual Achievement (QCIA) recognises and certifies the learning achievements of students whose learning is part of an individualised learning program.

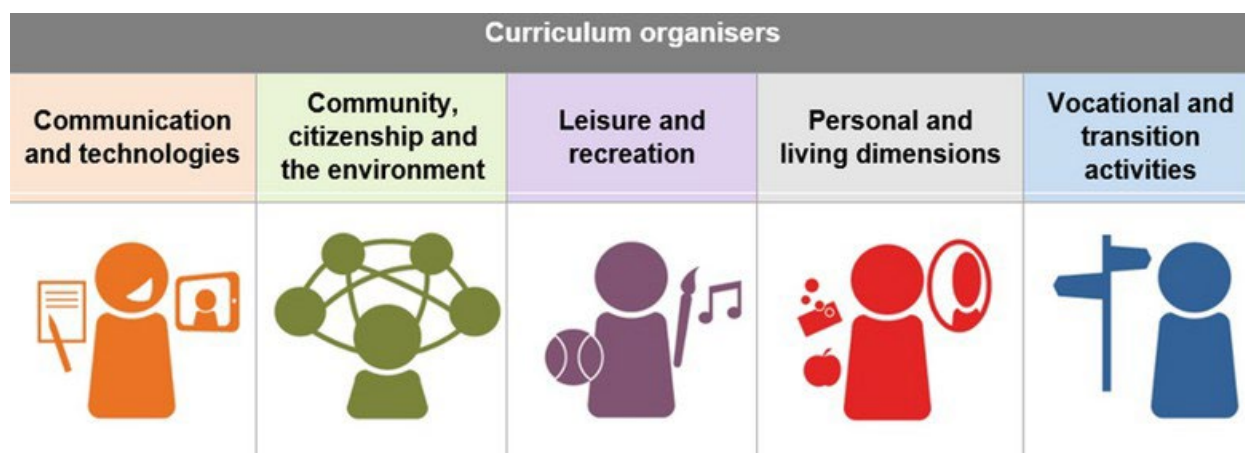
The QCIA records educational achievements in two areas:

- Statement of Achievement
- Statement of Participation.

In the QCIA’s Statement of Achievement section, five curriculum organisers are defined to support teachers in recording student achievements:

- Communication and technologies
- Community, citizenship and the environment
- Leisure and recreation
- Personal and living dimensions
- Vocational and transition activities.

The figure below shows how the elements of the QCIA curriculum fit together:



Reference: <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/3-qcia/>.

## Student Wellbeing



### **Tier 3 Intensive Student Wellbeing Supports**

Referral to Connections Individualised and intensive support Complex case management by GO/DP  
Check-ins Therapy Dog Support Multidisciplinary Team Approach/Stakeholder meetings  
External referrals  
Counselling by GO

### **Tier 2 Targeted Wellbeing Supports**

Referral to Connections Case Management by GO (Mental Health only), DP, YLC or Advocate Check-ins  
Therapy Support Dog LGBTIQ+ Safe Space Chaplaincy support  
School-Based Youth Health Nurse support  
School Psychologist support Connect card/Movement card  
Counselling by GO Psychoeducational Assessment by GO  
External referrals

### **Tier 3 Universal Wellbeing Supports**

PEEC STEP D.I.A.L  
Homework Hub Extracurricular activities School expectations  
Acknowledgement system using PERMAH Essential Skills Classroom Management Student Wellbeing activities and events  
Check-ins Therapy Support Dog Chaplaincy support  
School-Based Youth Health Nurse support  
Counselling by GO Referral to Connections

### **Supporting Students who are Diverse in their Sex, Gender Identity & Sexuality**

Our LGBTIQ+ Policy can be located on the school's website.

### **Individual Curriculum Plan (ICP)**

All students are entitled to all eight learning areas of the Australian Curriculum from Prep to Year 10 without exception. Students are taught, assessed and reported against the relevant learning area and/or subject achievement standards of the Australian Curriculum. The majority of students in Prep to Year 10 are able to access the curriculum and achievement standards for their year level/age cohort.

For the small percentage of students who are not yet meeting or who are exceeding the achievement standard for their year level, an ICP may be required. This will enable them to access either a higher or lower year level curriculum than their age cohort (more than one year) so they can continue to progress in their learning.

Schools must determine, for individual students, which learning areas and/or subjects are required for the ICP. For students who are provided with an ICP in only one or two learning areas and/or subjects e.g. in English and/or Mathematics, schools must ensure that these students are able to access, participate and achieve in all other learning areas and/or subjects.

#### *What is an ICP?*

An ICP may include one or more learning areas/subjects and must cover all of the achievement standards for the learning areas or subjects selected. This means that an ICP cannot be developed for a strand/sub-strand in a learning area/subject. Schools identify which year level achievement standard the student can demonstrate this will enable the selection of the appropriate year level curriculum to be provided through the ICP. An ICP is developed for the semester reporting period.

#### *How is an ICP decided?*

Centenary State High School teaching staff make decisions about an ICP in consultation with parents/carers and only after analysis of:

- student responses to assessment of the relevant achievement standards
- student responses to the focused and/or intensive teaching that has already been provided
- all other student assessment and reporting data.

Difficulty with reading/literacy and numeracy tasks will be evident in all learning areas. Additional support to develop these skills can be provided to the student through focused and intensive teaching.

Teachers consider the long-term implications of providing students with an ICP. Ongoing alterations to curriculum may affect students' future pathways, as they progress towards either a Queensland Certificate of Education or a Queensland Certificate of Individual Achievement.

<https://education.qld.gov.au/curriculums/Documents/individual-curriculum-plan.pdf>.

### **Key Policies and Access for Students with a Disability**

*Queensland Human Rights Legislation – Education*

<https://www.qhrc.qld.gov.au/your-rights/discrimination-law/discrimination-in-education>

### **Human Rights Legislation – Education**

United Nations Convention on the Rights of Persons with Disabilities, Article 24; Page 14 of 28

<https://social.desa.un.org/issues/disability/crpd/article-24-education>

[https://www.un.org/disabilities/documents/convention/convention\\_accessible\\_pdf.pdf](https://www.un.org/disabilities/documents/convention/convention_accessible_pdf.pdf)

- Persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live
- Reasonable accommodation of the individual's requirements is provided
- Persons with disabilities receive the support required, within the general education system, to facilitate their effective education
- Effective individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion.

#### *Disability Discrimination Act 1992*

The Disability Discrimination Act 1992 (DDA) and the Disability Standards for Education 2005 (DSE) require education providers to make reasonable adjustments to assist a student with disability to participate in learning and to demonstrate their knowledge and understanding.<sup>1</sup> The DSE (Part 3) describes the process for determining if a reasonable adjustment is necessary. All Queensland education providers are required to adhere to the DSE.

The DSE provides a framework to ensure that students with disability are able to access and participate in education on the same basis as other students. The DSE does this by providing clarity and specificity for education and training providers and for students with disability.

The DSE is intended to give students with disability the same rights as other students.

#### *Queensland Human Rights Commission*

Trans @ School

<https://www.qhrc.qld.gov.au/your-responsibilities/for-schools-and-universities/trans-@-school>

These guides are for schools and students and provide guidance on matters that arise in the school environment.